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ty-eighth lesson, the first reading selection is introduced. It begins in the simplest language the story of the Roman people. There are interspersed in the remaining lessons of Part I twenty-seven such passages of about twenty lines each, principally concerned with Roman history. Part II contains twenty-five pages of interesting extracts from Cicero, Cæsar, Aulus Gellius, Livy and Pliny, with continuous passages for translation from English into Latin. Thus the large vocabulary is required by extensive and varied reading.

There are many things of interest to be noted in this book, if space allowed. The masculine perfect passive participle is used as in Preble's Andrews and Stoddard's Latin Grammar in place of the supine in the parts of the verb, though why the neuter perfect passive participle should be used in a few lessons and even in a vocabulary with the masculine is not evident. Many remarks through the book both in the text and in the foot notes are stimulating and in many ways valuable to teacher and pupils. It is impossible not to get some of the authors' enthusiasm for real idiomatic Latin. The study of the order of Latin in the use of two words, of three or more words together, and of a more complicated sentence, is thoroughly provided for. The book in the last part goes very carefully into the distinctions of syntax. The pupil who has thoroughly mastered this book will have considerable preparation for the intelligent reading of classical Latin prose, the object for which these Latin Lessons were designed.

The question of a large or small vocabulary in an elementary book is still open for discussion. When reading is once begun, the vocabulary must increase rapidly. The question then is at what time shall we begin to read. If the pupil begins to read, almost as soon as he begins to study, as some would have him, his vocabulary will be quite wide before the end of the first year.

*William T. Peck,*

*Classical Department, Providence High School.*

*Methods of Teaching Modern Languages.* Thirteen papers on the value and on methods of modern language instruction, by some of the foremost teachers of the country. D. C. Heath & Co. Size 5x7 in. Price 90 cts.

From a pedagogical standpoint this is a most instructive and a most important book. It fact it is almost the only one of its kind. Here teachers of modern languages may study the history of their profession in this country, and may also find it treated from almost all standpoints by specialists whose opinions should be highly respected. After considering several plans for reviewing the book, it has been decided to give the titles of the articles, with the writers' names; and, in addition, to give a very brief outline of a few of the papers. Since it would be hard to select a few of the papers and call them the most important, the order in

which they stand in the book is followed in giving the outlines. The book should be in the library of every teacher of modern languages, and young teachers especially will do well to study it carefully. A paper on another topic, which as yet has received but little attention, could be very appropriately added. The subject might be stated somewhat as follows: To what extent and how shall we teach the history of German Literature in college classes?

*Modern Languages as a College Discipline.* By PROFESSOR A. M. ELLIOTT, Johns Hopkins University.

Very little of this paper is spent on a real discussion of the disciplinary value of the study of Modern Languages, but the most of it is devoted to showing the injustice of the disparagement of this branch of learning which has been, and to a less degree, is yet prevalent among the advocates of the exclusively classical idea; an idea that would regard Modern Languages as merely utilitarian or as the fad of society but would give them no place among the formative elements for developing the mind. This doctrine, while by no means a thing of the past, is now much less prevalent than it was even five years ago, when this paper was read. Professor Elliott claims that Modern Languages have never been tried sufficiently by scientific methods to test even their most elementary value as factors in intellectual growth and argues that it is unjust to compare them with the classics which have long received most careful attention by the most excellent scholars and have held a very prominent place in education. Modern Languages are often reproached for having produced no brilliant results in scholarship in this country. This is doubtless due to the fact that up to the present time very little chance has been given them to show what they can produce. The time for pursuing them is cut down to a minimum; a teaching force less in number and inferior in preparation is more generally allowed them than is allowed other departments. Only when they shall have a fair trial in the hands of well-trained, competent teachers, and when the study of them is given all the favor in time and position that is given to other subjects can we expect them to show fruits that can be compared with those of older subjects. When he comes to his real subject, *i. e.*, the Discipline of Modern Language study, the writer presents a very unorthodox idea in suggesting that, for the English speaking student, the most valuable method of language study would be in the line of kinship to English. He would teach French, as being more closely allied to English, then Italian, and let Latin follow. He claims that all three languages could thus be learned in the time now usually devoted to Latin.

*Observations upon Method in the Teaching of Modern Languages.* By PROFESSOR CALVIN THOMAS, University of Michigan.

A very brief abstract, calling attention to the principal points discussed may be presented as follows:

The word method has two meanings ; one signifies a teacher's entire character displaying itself in his work, the other, much more common, is synonymous with routine. Method in the latter sense generally receives in pedagogical circles more respect and attention than it deserves. Before one should ask how he shall teach, there are two other questions that he should ask himself. What knowledge am I seeking to impart ? and to what end ?

In recent years we have heard much about the so-called natural method, which, however, is not at all new, but has been used for centuries. Its recent notoriety is due to the great crusade of its votaries against the traditional practice of the schools. In this method there is much that is good, but it is fundamentally faulty in assuming that the chief aim and object of studying a language is to learn to speak it. There has never been any other view about learning to speak a language than that one must be given practice in speaking and the earlier the better.

Then the natural method teachers, wishing to make everything easy, say, "a mass of grammatical rules and forms at the outset renders the subject dry and uninteresting." This is nonsense, as grammar treats of facts and laws of language and these facts and laws are as interesting as any others. Grammar is not a miasma from which boys and girls should be shielded. Let them study it and learn it well. Suppose the student does realize that he is working, so be it, that is what he is in school for. Healthy students enjoy work and most students prefer to be kept busy, and they have the greatest respect for the teacher who gives them plenty of work and insists on their doing it. There are two aims in teaching a modern language, one of which owing to limited time, must give way to the other. The important question then becomes, which shall have the preference. Ability to speak or ability to read the language. Both cannot be accomplished. The value of these abilities must be either practical (*i. e.*, commercial) or educational. Professor Thomas presents several arguments to show that the first ability is valuable from neither standpoint, but that the second is valuable chiefly from the educational side and therefore from the practical.

*Reading in Modern Language Study.* By PROFESSOR EDWARD S. JOYNES, University of South Carolina.

Professor Joynes by a somewhat different argument establishes reading as the great object, and, in order to give more attention to this, advises that some objects that have heretofore received more or less attention be minimized. Among these he includes : 1. Formal study of grammar. One month he regards as sufficient introduction to reading. After that grammar should be taught in connection with the reading, which henceforth, should be the main feature. 2. Exercises in speaking. Enough of this to train the tongue to accurate pronunciation, and the ear to the appreciation of the beauty and rhythm of the language is necessary ;

but more than this is almost utterly wasted. 3. Written composition. Attributing large attention paid to this class of work, to the influence that comes from the time when every learned man was expected to write Latin, Professor Joynes thinks that a smaller amount of this kind of drill is necessary than is frequently given. He admits the value of writing to confirm the knowledge and use of grammatical forms; to teach the force of words, the value of position, structure, emphasis, etc. Enough of this exercise to accomplish these results is indispensable. His criticism of composition work is that it is begun too early and is made too difficult. 4. Subjects of special study, as scientific grammar, phonetics, etymology, language, history, etc. While they are by no means unimportant, they should be reserved for advanced study. Especially for post graduates who can follow the seminary method so well outlined by Professor White of Cornell, in his paper read at Philadelphia in 1887. Having thus expressed his ideas as to the relation that should exist among these exercises, the writer next discusses the method in teaching reading under three heads. 1. *Through translation*, which should be clear, accurate, simple, idiomatic. An exercise which tests the knowledge of both idioms and which by disciplining the powers of insight, skill, and taste in thought and expression, gives a most excellent rhetorical drill in the mother tongue. 2. *Without translation*, so that the student may think and feel, if not productively, at least receptively, in and through the foreign language. Only when he is able to do this can he appreciate its literature. When and how to teach this, however, is an unsettled pedagogical question. 3. *What to read*. Editions with vocabularies, except for beginners should be avoided. Professor Joynes several times refers to "The Art of Reading Latin," by Professor Hale of Chicago University (Ginn & Co.,) which he regards as being as useful to teachers of modern languages as to teachers of Latin.

*The Natural Method.* By PROFESSOR W. T. HEWETT, Cornell University.

Professor Hewett first describes the processes of the so-called "Natural Method" as its advocates would present them and then shows that the term "natural" is a misnomer, because what is natural at one period of life is not natural at all periods. What is natural to a child in learning to speak is by no means natural to students in our schools and colleges at the time they begin the study of foreign language.

Professor Hewett also maintains that the chief aim in studying a foreign language is not to speak it but to read its literature.

*Notes on the Teaching of French.* By PROFESSOR F. C. de SUMICHRAST, Harvard University.

The writer emphasizes the word "notes" and wishes what he has written to be simply notes from his own experience in teaching French. They are arranged under the following heads:

1. In general ; 2. The teacher ; 3. Pronunciation ; 4. Ground work ; 5. Sight-reading ; 6. Composition, where he takes the opposite view from Professor Joynes and regards composition, not transliteration, as an appropriate and profitable class exercise ; 7. Memorizing ; 8. Dictation ; 9. Speaking French, where also he differs from the views expressed in the above-mentioned papers ; 10. Conversation classes ; 11. Classic writers *i. e.*, a few hints as to what to read.

*Practical and Psychological Tests of Modern Language Study.* By PROFESSOR A. LODEMAN, Michigan State Normal School.

Throughout the article the writer refers to several books, essays etc., which are given in a list at the end of his essay and which make a very useful bibliography of pedagogical works on Modern Language teaching.

*Collegiate Instruction in the Romance Languages.* By PROFESSOR F. M. WARREN, Adelbert College.

After reviewing briefly the rapid advance made in the cultivation of Modern Language study during the last two decades and after comparing somewhat carefully the disciplinary element in the study of modern languages with that of the classics, the writer maintains that the purpose of instruction in modern languages is, in addition to the disciplinary element, education by the study of literature and the study of society and æsthetics as portrayed in literature. This study of literature can be much aided by charts, photographs, etc. "The ideal class-room is the one so arranged that the student, on crossing the threshold should find himself transported to the country and customs of the people whose thoughts he is studying."

The remaining papers are, in addition to a valuable paper by Professor O. B. Super, the following :

*How to Use Modern Languages as a means of Mental Discipline.* By MR. E. H. BABBITT, Columbia College.

*The Teaching of French and German in our Public High Schools.* By MR. C. H. GRANDGENT, Director of Modern Language Instruction in the Boston High and Latin Schools.

*The Natural Method* (explained by one of its advocates.) By PROFESSOR C. F. KROEH, Stevens Institute of Technology.

*The "Reader" the centre of Modern Language Teaching.* By W. S. MACGOWAN, Cheltenham College, England.

*On the Use of the Foreign Language in the Class-room.* By PROFESSOR H. C. G. von JAGEMANN, Harvard University.

R. W. Moore.

Colgate University.